

STUDY OF CAREER AND TECHNICAL EDUCATION IN THE COMMONWEALTH

STUDY PLAN

Study Mandate

1. Conduct a gap analysis of career and technical educational (CTE) options available in the Commonwealth;
2. Identify resources and system improvements that may be needed at the state and local level to ensure that CTE meets current and evolving needs of students and communities;
3. Identify CTE options available in a student's educational career; and
4. Report findings and recommendations to the Commission on Youth prior to the 2010 General Assembly Session.

Issues

1. Conduct a gap analysis of career and technical educational (CTE) options available in the Commonwealth.
 - Identify and outline the existing CTE delivery system in the Commonwealth.
 - Analyze the service population accessing CTE as well as whether there are any barriers to serving students.
 - Identify gaps in the delivery system including classroom needs, professional development, staffing needs, curriculum needs, facility needs and partnerships.
 - Investigate how CTE programs can help improve Virginia's graduation rate by keeping students at-risk of drop out engaged in school.
 - Research various CTE models, including the career academy model, to ascertain if it would be appropriate to be integrated in Virginia's CTE program.
 - Determine the need for and appropriateness of increasing career and technical education in the public high schools in Virginia, as well as the cost.
2. Identify resources and system improvements that may be needed at the state and local level to ensure that CTE meets current and evolving needs of students and communities.
 - Assess if CTE programming in Virginia is sufficient to meet the changing economic and labor market needs of the Commonwealth.
 - Assess funding for CTE initiatives, including regional and local technical centers, equipment, and CTE-business partnerships.
 - Examine if existing partnerships with business and industry, school divisions; higher education institutions and workforce and economic development entities are fully utilized.
 - Assess if the career clusters represented by CTE is adequate and whether the supply of skilled labor is meeting the demand.
 - Review if CTE completers are job-ready and meeting industry demands.
 - Evaluate the need for developing Standards of Learning for career and technical education, including the advantages and disadvantages, and the implications of the requirements of No Child Left Behind for the program's expanded curriculum.

3. Identify CTE options available in a student's educational career.
 - Review student participation in CTE.
 - Determine when CTE is most beneficial in the student's educational career and whether students can easily access CTE.
 - Review the entry points and pathways to CTE and to postsecondary education and careers.
 - Review if Virginia has adequate programming which emphasizes career exploration and education for all students.
 - Monitor the Board of Education's proposal for establishing personal Academic and Career Plan, as established by the Virginia Board of Education, for each seventh and eighth grade student.

Study Activities

- Federal statutory review
 - Carl D. Perkins Career and Technical Education Act (Perkins)
 - Workforce Investment Act (WIA)
 - The No Child Left Behind Act (NCLB)
- State statutory review
 - Standards of Learning (SOL)
 - Standards of Accreditation (SOA)
- Analyze of Virginia practices and CTE programs
 - Obtain CTE student and teacher information
 - Review delivery system/school information
 - Review facility and equipment needs
 - Determine funding for CTE, both federal and state funds
 - Outline administration of CTE
 - Review CTE standards and quality control
 - Review CTE incentives
 - Review Virginia's Science, Technology, Engineering & Math Initiatives (STEM)
 - Monitor Board of Education's Advisory Committee for Career and Technical Education
 - Assess CTE partnerships with business, industry and local governments
 - Assess Secondary and Post Secondary Linkages
- Conduct site visits of regional and local CTE programs
 - Regional Career and Technical Centers
 - Governor's Career and Technical Academies
 - Local CTE programs
- Convene regional Career and Technical Education Roundtables throughout the Commonwealth to receive feedback on the existing career and technical education system as well as any suggestions for enhancement or improvement.
 - Convene Roundtables in Southwestern Virginia, the Piedmont Region, Central Virginia, Tidewater and Northern Virginia to ensure the various regions of the Commonwealth are represented.
 - Invite legislators, government officials, industry leaders, business officials, education representatives and other impacted stakeholders.
- Conduct extensive background and literature reviews.
 - Other states' CTE initiatives and policies
 - National Governor's Association study on CTE
- Conduct interviews with students and parents

- Convene Work Group to assist in study effort.

Invite representatives from the groups identified below:

Secretary of Education	Business representatives
Superintendent of Public Instruction	Virginia Chamber of Commerce
Parent Representatives	Virginia Community College system
Virginia Alternative Educators Association	Virginia Workforce Council
Associated General Contractors of Virginia	<i>Jobs for Virginia Graduates</i> program
Industry representatives	CTE Educators/Administrators
Virginia Manufacturers Association	Local School Division Representatives

- Develop recommendations.
 - Synthesize findings and recommendations.
 - Solicit feedback from constituents and Department of Education/Board of Education.
 - Present recommendations to Commission on Youth.
 - Prepare final report.